

**Template for research and writing about Vietnam veterans' perspectives.**

The Vietnam War became an increasingly polarizing issue as its unpopularity grew. By the war's end, returning veterans weren't cheered as heroes but either ignored or actively jeered at because they became a symbol of a tarnished national image.

Those who fought in the war had divergent views of their experience and what it meant in their lives. [American RadioWorks' Revisiting Vietnam](#) contains many of these different perspectives: in the [Tapes of Michael Baronowski](#), an online [scrapbook](#), and the poetry of [John Northrup](#).

This template will allow you to create a mini-unit around these different perspectives. This mini-unit will give students the opportunity to practice their research and applied reading skills as well as practice for the Minnesota Basic Skills Test in Written Composition.

**Materials:**

- Computer with Internet connection and classroom speakers.
- [Real Audio Player 8.0](#) or higher.
- Access to a computer lab or copied printouts from *Revisiting Vietnam's* online scrapbook.
- Optional: Copies of the Venn diagram (see Session 2 below) to assist in note taking.
- Optional: chart paper, black/white board or transparency for taking class notes.

Objectives for Middle and High School Students:					
<ul style="list-style-type: none"> <li>• Students will use audio and online print resources to research veterans' perspectives and experiences.</li> <li>• Students will write a one page essay that describes what serving in the Vietnam War might have been like.</li> </ul>					
Correlations with the Minnesota Graduation Standards					
Grade	Subject	Strand	Sub-Strand	Standard	Benchmark
6-8	Social Studies	Historical Skills	Historical Resources	The student will begin to use historical resources.	1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.
6-8	Language Arts	Writing	Types of Writing	The student will create informative, expressive and persuasive writing.	1. Write frequently in a variety of forms, including but not limited to ... essays...
9-12	Social Studies	Historical Skills	Historical Inquiry	The student will analyze historical evidence and draw conclusions.	3. Students will compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias.
9-12	Language Arts	Writing	Types of Writing	The student will write in narrative, expository, descriptive, persuasive and critical modes.	1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.

### Things to know for the Minnesota Test of Basic Skill – Written Composition Test:

The Written Composition Test evaluates a student’s essay on these five characteristics:

- Clarity: does the essay have a clear, central idea or message?
- Focus: are there supporting ideas that are connected and focused on the central idea?
- Organization: are ideas organized in a logical and clear format? Is there a clear beginning, middle, and end to the essay?
- Supporting Information: Are there details, information, verbal illustrations, explanations, and/or examples that clarify the main idea?
- Conventions: Are the grammar, vocabulary, punctuation, capitalization and spelling correctly used according to the rules of Standard English?

The following is from the *2005 Written Composition Handbook* by the Minnesota Department of Education:

<http://education.state.mn.us/mde/static/000378.pdf>

### Teach the formula for a five-part essay

Review together and practice the parts of the standard five-part essay many times. Work to compose a two-sentence introduction. Teach students to re-state the prompt as an opening sentence. In the second sentence, have students state three reasons or pieces of evidence that support the initial sentence. These two sentences are relatively simple and provide the beginning of an outline for the rest of the paper. Students will still need to link details and examples to the ideas in the sentences.

### Use visual pre-writing models

Have students who have trouble writing cohesive paragraphs use concrete visual drafts. After completing the two-sentence introduction above, have students draw three large boxes, one on top of the other, on a blank sheet of paper. In each box, have them write a “reason” or “idea” which relates to the information in the introductory sentences. Then have them add lists or additional sentences to the boxes. These lists and sentences form the details that clarify the main idea stated in the introductory sentences. In draft two, the boxes can easily be converted to cohesive paragraphs.

#### The hamburger Model:

Beginning (Top Bun):

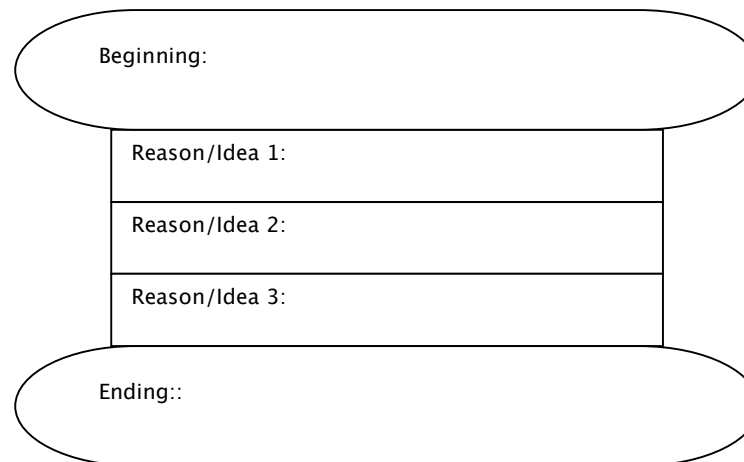
- Topic Sentence
- Central Idea
- Answer the prompt

Middle (Meat):

- Specific quality details
- Ordered in logical sequence
- Use transitions

Ending (Bottom Bun):

- Conclusion, wrap up



Sample Lesson

**Session 1: The Tapes of Michael Baronowski**

**PREP** - Estimated time: 10 – 30 minutes

- 1) Access the webpage for Sound Learning’s November 2005 feature - *Revisiting Vietnam* from American RadioWorks - <http://www.soundlearning.org/features/2005/11/>
- 2) Click the link for “The Vietnam Tapes of Michael A. Baronowski” to access the full transcript and link to the audio clip.
- 3) Either...
  - a. Click on the “[Listen](#)” link near the top of the page to launch and load the RealAudio Player with the entire audio clip.
  - b. Practice clicking on the links in the transcript below to access specific sections of the clip.
- 4) Preview the audio clip, practicing advancing and “rewinding” the clip to the segments you want to use. Check that your speaker volume is high enough to reach all corners of your classroom.

**INSTRUCTION** - Estimated time: 40 minutes.

- 1) Explain to your class that over the next few days, we’ll be listening and reading about veteran’s experiences in the Vietnam War. We’ll then reflect on these experiences to write a short essay (to prepare for the Minnesota Basic Skills Test in Written Composition).
- 2) Brainstorm as a class what it would be like to be not much older than they are right now, be sent to a far away country they know very little about, and be prepared to fight a determined enemy. Be sure to ask what they think fighting in a war would be like.
- 3) After gathering impressions from the brainstorm, explain to the class that they’ll be listening to a collection of recordings made almost 40 years ago by a young, 19 year old marine with added commentary by his friend and fellow marine, Tim Duffie.
- 4) Play the entire RealAudio clip (or selected segments).
- 5) After the clip plays, gather your students’ initial reactions. Compare them to the results of the brainstorm.
- 6) Refer to their thoughts about what fighting in a war would be like. Did the recording change their initial impressions?
- 7) Use the links in the annotated transcript below to advance to specific sections you’d like to discuss with your class. Prompt your students to think of how they would describe Lance Corporal Baronowski’s and Corporal Tim Duffie’s war experience. List those descriptions on chart paper or your black/white board, prompting for or suggesting words that are evocative (like “magnificent” and “sinister”).

**ALTERNATIVE:**

- 1) If you think your students need a greater amount of prior knowledge about Vietnam, consider scheduling a session in your school’s computer lab and review the websites listed under “resources” in the November 2005 Sound Learning feature.

NOTE: The first time you click on a segment, a short fundraising message will play. This will happen only once. When you click on another link, the player will go directly to the selected segment.

Timecode	Segment	Transcript	Material for Discussion
<a href="#">0:00 - 0:35</a>	Introduction from American RadioWorks,	MICHAEL BARONOWSKI WAS A 19-YEAR-OLD MARINE when he landed in Vietnam in 1966. He brought with him a reel-to-reel tape recorder and used it to record audio letters for his family back in Norristown, Pennsylvania. He was killed in action in 1967. Baronowski's tapes were discovered in 1997. Baronowski's friend and fellow platoon-member Tim Duffie discovered the tapes and sent them to Lost & Found Sound and NPR.	Pay attention to the use of music and sounds. Try to keep these in mind as you listen to the tapes and think about how they're affecting your emotions.
<a href="#">0:35 - 0:50</a>	Introduction from Tim Duffie,	<b>Tim Duffie in Woods Hole, Massachusetts in March, 2000:</b> Every death is a tragedy and I don't buy into any given death was more tragic than the others. OK? But in, in this, of all the 58,000 tragedies, this was one that's very close to me.	
<a href="#">0:50 - 1:58</a>	The view is magnificent - Michael Baronowski sending an audio letter home to his parents, describing the terrain.	<p><b>Mike:</b> I don't know where to begin. There's so much to tell you about. We've been real lucky with the rain so far. It's rained only about four of the days we've been here. And the rest of the time, we've been busy every hour, every minute, with setting in and digging in, preparing fields of fire, clearing fields of fire, patrolling, ambushing, standing 50 percent, security at night. Stringing up barbed wire, trip flares and other goodies.</p> <p>The terrain is majestic. It's like something out of "Heidi." The view is magnificent. And just as sinister as it is magnificent. Sinister because this is the perfect terrain, the perfect country for mortar attacks and the VC have made use of it.</p>	<p>Listen to the tone of Lance Corporal Baronowski's voice. How would you describe it and his mood? Do his words match his tone?</p> <p>Why would the amount of rain they've had be so important?</p> <p>What words does he use to describe the terrain in which he is stationed? Why is he using such descriptive words?</p> <p>For pictures of the area in which Lance Corporal Baronowski was stationed, see:  <a href="http://capmarine.com/capvet/capvet/theview.htm">http://capmarine.com/capvet/capvet/theview.htm</a></p>

Timecode	Segment	Transcript	Material for Discussion
<a href="#">1:59 - 2:50</a>	More introduction from Tim Duffie.	<p><b>Tim in 2000:</b> My name is Tim Duffie. At the time I was in Vietnam, I was Corporal, Corporal Tim Duffie, United States Marine Corps, 2199108. Mike at the time, ah, was a Lance Corporal, when we were together in October and November of 1966.</p> <p><b>Mike in Vietnam 66:</b> Here's another man you'll get to know through the tapes here, if I'm able to hang on to the recorder: Mr. Tim Duffie.</p> <p><b>Tim in Vietnam 66:</b> I got to know Mike back in Okinawa. He introduced himself one night.</p> <p><b>Tim in 2000:</b> We met in Okinawa in September of 1966. Then we took the USS Iwo Jima from Okinawa down to Vietnam. Then we moved up to what was called Payable Hill, which was located between the rockpile and the razorback, approximately 4 - 5,000 yards of the demilitarized zone in Quongtri Province.</p>	
<a href="#">2:50 - 3:12</a>	EVERYTHING! This is something else!	<p><b>Mike:</b> I have the recorder here, and I'm going to try to keep it elevated off the ground and away from everything here. I'm going to try to keep it up in the air because everything I touch here eats through my skin or bites me, or rots, something. This is, this is something else. The grass will cut you. The mud will rot your skin. This is something else.</p>	Lance Corporal Baronowski goes into some detail about his natural surroundings. Why would these be so important or figure so prominently in the day-to-day life of a marine in Vietnam?
<a href="#">3:12 - 3:30</a>	Tim Duffie explains how they'd tape during his hole watch.	<p><b>Tim in 2000:</b> We were in my bunker. And what we would do was during the day, you had some free time if you were not on patrol or on operation, or whatever. So if Mike happened to have his free time while I'm on hole watch, he would come down with his tape recorder and we would tape while I'm on, you know, on hole watch.</p>	

Timecode	Segment	Transcript	Material for Discussion
<a href="#">3:30 - 5:02</a>	Comedy	<p><b>Mike:</b> This is the 35-watt voice of Station MOXE, broadcasting to you from the swamps, jungles, boondocks, and infected salad of Fort McCourt, home of the fighting first platoon of Hungry I Company.</p> <p><b>Tim in 2000:</b> I remember that, taping that comedy session. And we did it in my fighting hole. And I can see him sitting there, doing that, that tape.</p> <p><b>Mike:</b> This portion of our programming is brought to you by Twenty-Round-Burst, the candy bar voted best tax waste of the war.</p> <p>(Harmonica – Marine Corps Hymn)</p> <p><b>Tim in 2000:</b> Mike had made me go out and buy a harmonica. And he taught — he gave me one lesson, on how to hold my tongue and play one note at a time. But he knew he wanted background music for all this crazy crap, so he made me learn how to "play" the harmonica. And that's me in the background with the Marine Corps Hymn.</p> <p><b>Mike:</b> (harmonica continues) Don't be one of those unfortunates who suffer tragically from that malady sometimes referred to Viet Cong yellow striped fever. Stupe, stupe, stupefy your friends and maim your enemies, exercise your God-given right to kill or maim at a distance. It's a great feeling to know that you can wipe out your entire neighborhood. Yes, be the first kid on your block to rule the world. See your Marine Corps recruiter today.</p> <p><b>Tim in 2000:</b> I really think Mike and I were just such kindred spirits. Ironically, I don't ever remember us sitting around talking about the potential that one of us would die. You know, we just weren't sitting there waiting to die.</p>	<p>Why did Lance Corporal Baronowski make up comedy sketches to pass the time?</p> <p>How did Lance Corporal Baronowski's comedy routine reflect the stress of living in a combat zone?</p>

Timecode	Segment	Transcript	Material for Discussion
<a href="#">5:03 - 7:11</a>	Lance Corporal Baronowski to his family, his family to Lance Corporal Baronowski.	<p><b>Mike:</b> I just don't know what to say. I'm at a total loss for words here. I'm looking out of our window now, a hole in the sandbag wall in the back of the hooch. I'm looking out toward the east, out toward home. A long way from home. Actually, I guess home is closer straight down. It will be great to hear your voices again. I can't wait to get a tape. Make sure that, that when you send a tape... (fade under)</p> <p><b>Dad:</b> Just sitting here listening to your tapes while we had breakfast. Terry, Mom, Cookie and myself came up from Scranton. Sandy was working.</p> <p><b>Mom:</b> Hi Mike, trying to straighten up and get ready for Thanksgiving. I'm starting to get Daddy's lunch or dinner ready, he eats at 12 o'clock.</p> <p><b>Terry:</b> Yesterday Mom took me to see Mary Poppins and that was a really good movie and I enjoyed it very much. Take care of yourself and don't do anything I wouldn't do as everyone in school says. Bye. Terry.</p> <p><b>Cookie:</b> Hi Mike, it's Cookie. I came in to say a few words. Hello. To brighten your day. So, I'll see you Mike.</p> <p><b>Sandy:</b> I appreciate you sending the money, Mike, but it doesn't seem right for me to spend your money so I opened an account to put the money in for you when you get home. I wish you could be home for Christmas. That would be the greatest thing in the world.</p> <p><b>Mike:</b> Everybody's anxious to get home and get back to their families and their girls. But while we're over here we're not wasting away thinking about it. We're glad and proud. This where I belong, I think, more, more so than anyplace else.</p>	<p>"Hooch" is military slang for shelter, often referring to military dwellings as well as local structures.</p> <p>How would you feel if you were Lance Corporal Baronowski? You're fulfilling a mission you've trained for but you're also missing your family and your home. Are there other situations that have the same circumstances?</p> <p>What does it mean when someone speaks of a veteran's "sacrifice"?</p> <p>The tape recorder made it easier for both Lance Corporal Baronowski and his family to convey their emotions and "capture the moment". How would using today's media (email, instant messaging, etc.) make communication with your family easier or harder?</p>

Timecode	Segment	Transcript	Material for Discussion
<a href="#">7:12 - 7:48</a>	These tapes!	<p><b>Tim in 2000:</b> These tapes, I assumed these tapes were long gone. I had never even considered the possibility they'd still be around. But then I met Cookie in '97. And I couldn't believe that she had those tapes. I personally think that what he did with the tape recorder was practice. I think it would have been his portfolio when he came home. he was going in radio when he came home. And he was just going to take that around and play it, and say, see, this is what I can do.</p>	
<a href="#">7:49 - 11:38</a>	Attack	<p>[Explosion]</p> <p><b>Mike:</b> The rest of the tape here on this side are sounds as I recorded them when they called 100-percent alert, which is pretty rare.</p> <p>[More explosions]</p> <p><b>Tim in 2000:</b> The attack was officially, I guess, referred to as a probe. So what the NVA were doing is they were looking for a weakness. And that whole battle was taking place 30 yards from Mike and I.</p> <p><b>Mike:</b> [whispering] Now the word's been passed to fix bayonets. The Sarge just came running by, saying let me go get my bayonets. I can get him on this. This started to be a fun tape. I don't - it's getting too much like a 12-cent combat comic book now.</p> <p>[Artillery in background]</p> <p><b>Man:</b> Hey Carter? How many of you over there? Three of you? Three of you in that hole? OK. [explosions]</p> <p><b>Mike:</b> There's all kinds of garbage going on. We don't know whether it's outgoing or incoming. No word's passed down like that. The illumination is being kept up. Every once in a while a 60 millimeter mortar mission is called out to our left front, holding on out there. Some of this looks like a nine acre Christmas tree fire. Low peter, high explosive. You can hear the illumination being kept up there. [Boom] Those were heat rounds, high explosives. It's dark now. We're waiting for the illumination to go off. There goes the illumination. [laughs] That's the heaviest thing, a heavy feeling, sitting here in the dark with all that stuff going on. Sounds of the Enchanted Forest. [boom, boom, etc.] [machine gun fire]</p>	



Timecode	Segment	Transcript	Material for Discussion
<a href="#">7:49 - 11:38</a>	Attack (cont.)	<p>There they go. Jesus! Whoa, that was too close [boom] Air strike [boom, boom, boom] They wiped napalm all over that place. Look at that. [big boom] [singing] You're in the Pepsi generation.</p> <p><b>Tim in 2000:</b> I don't see any, any indication of fear in his voice. But we didn't know but what we were going to have to grab our rifles and M-14s or hand grenades and have at it. Because if they'd have broken through that point, then we were going to be in an all out hand-to-hand combat. And that very potential; there was no way I could have stood there and did what he did.</p> <p><b>Mike:</b> Now it's dark and quiet. Everything's been quiet for about 15 minutes now. I was just crouching down in the hole there talking to a hand grenade. I thought it was the microphone, and I realized what I was doing. And the rain is just on time. Now it will rain the rest of the night.</p> <p>[rain sound fades]</p>	(cont)  Think of the adrenaline that must have been coursing through Lance Corporal Baronowski's body. What effect did the rain have on his mood? Did he welcome the rain or dread it?
<a href="#">11:39 - 13:50</a>	How Mike dies.	<p><b>Tim in 2000:</b> My memories of how Mike died are: he was walking point, and I was in, in a squad, I was carrying a radio and I was probably five or six people back. And we were moving alongside of a Vietnamese village. And the village was deserted. I heard one shot which we knew was not an M-14. We knew it wasn't one of ours. And then two more shots, and basically that was the end of it, and somebody shouted, Mike was down. And I ran up through the fence row and I saw Mike laying off to the side on the ground. I moved up beside him and in my memory he was looking at me, and then I had run off and we dealt with the fire-fight. Then they had to set up perimeter security to bring in the medivac helicopters. And so, thinking that Mike has been wounded, I'm sitting under the tree, and I'm kind of smiling to myself. He's going home now. He's got the million-dollar wound. And I began to, kind of, in my imagination, I could see myself driving across Interstate 70, driving into Norristown. I pictured a house like I think he would live in. And I pictured myself walking up the sidewalk, and Mike sees me and he comes running out the door, and a big hug, and welcome home, and let's go to New York City. That was Our Dream.</p> <p>Then, the helicopters land and I look up, and I see four people, one on each ankle and wrist. Literally, they've, they've lifted him up like a sack of potatoes, and they're running across the field, his head was hanging back, bouncing across the, the dirt. And I started to stand up and say, that's no way to treat a wounded man, and boom, and I knew he wasn't wounded. I knew he was dead.</p> <p>[Helicopter Sound - Young girl singing in Vietnamese]</p>	"Walking point refers" to the first soldier of a 3 - 4 soldier squad or platoon who would walk ahead to perform reconnaissance, search and secure the area for the remaining members of the combat unit.  Describe the range of emotions that were probably going through Corporal Duffie's mind during this experience?

Timecode	Segment	Transcript	Material for Discussion
<a href="#">13:51 - 14:39</a>	Tim Duffie reflects on the special friendship.	<p><b>Tim in 2000:</b> If you were to take me back to the beginning of it and say, OK, now here's how it's going to end, are you sure you want to do this, if I knew, I think I'd still have to say, yeah, I want to do it again. It's not the war, it's not the cause, it's not Vietnam, it's just the, the kind of love that you get in such a short intense period of time.</p> <p>[song ends]</p> <p><b>Tim in 2000:</b> And I think I can go to his grave now. I've never done it, and take a copy of the tape and just kind of dig a little hole there and maybe we'll put one of the, a copy of the broadcast there for him. I don't know. But I think it's - I'm going to have to go tell him that it, that it worked. That he's been on the radio. He made it.</p>	<p>Corporal Duffie knew Lance Corporal Baronowski for just a few months</p> <p>Why would the friendship between soldiers, formed over just a few months, be so strong?</p>
<a href="#">14:40 - 18:00</a>	Maybe rain?	<p><b>Mike:</b> (Walking in the darkness) Well, that's my hooch, but what I usually do is to stumble and if I can find my way through the darkness, I come down here and talk to one of the men that's standing on watch here on the hill. [footsteps] This is one of my ARVN friends down here. His name is Nyen. He's sitting here with his eyes half closed. The poor guy's been on watch. How are you doing, Nyen?</p> <p><b>Nyen:</b> Fine.</p> <p><b>Mike:</b> Yeah, fine. You look like you're about to fall over. He's just sitting here on the sand bags. Right up on top. He doesn't care who's out there. Too tired to care about anything. [Vietnamese]</p> <p><b>Nyen:</b> No.</p> <p><b>Mike:</b> [Vietnamese] means "maybe rain"? And he doesn't think so. I don't think so either. There are a billion stars visible tonight. Beautiful. No smog or city smoke to cloud up the atmosphere. Almost every night it's clear, and now more and more nights aren't clear because the monsoon is fast coming. But those nights that are clear, almost every star that's visible with the human eye, I guess, is visible. It's a beautiful sight. The Milky Way and all the constellations. Of course they're a little bit different because we're on the other side of the planet looking at them from some weird cockeyed angle, I don't know. Hey, I've got some news for you. I made Meritorious Lance Corporal today. How about that? Proud of me? Wow. Did you see that shooting star, Nyen? Did you see that? Whoosh. There was a big shooting star just now. And [boom]. That was mortars. This is so much easier than writing. I can do it in the dark, of course, which is nice, except that this damn red blinker here is liable to get me zapped. So I've got my hand over it. I'm not quite as awake as I should be when I try to tape. But I just wanted to get this one off to you, while I can, so that you'll have it, and know that I'm thinking about you. I think about all of you and miss you so much. Every day. You just don't have any idea, Mom and Dad, Cookie, Sandy and Terry, how good it was to hear your voices again. It was really wonderful. That's all I can say. What else can I say? It was really great to hear you all again.</p> <p>[click]</p>	<p>ARVN - "arvin" - refers to the Army of the Republic of Viet Nam.</p> <p>From his description, how might Lance Corporal Baronowski feel about the area he is serving in?</p> <p>Did veterans from other wars have similar experience that Lance Corporal Baronowski had?</p> <p>Do you think having a tape recorder and hearing your families voices would have made it easier or harder to be there?</p> <p>Think back to how music and helicopter sounds were used.. Why did the documentary's producers emphasize them? What effects did the music and sounds have on your reaction and understanding?</p>

## Session 2: Online Scrapbook

**PREP** - Estimated time: 10 – 30 minutes

- 1) If not using a computer lab, select a number of postings from the online scrapbook to print, copy and share with your class in this session: <http://americanradioworks.publicradio.org/features/vietnam/scrapbook/index.html>
- 2) If you are using a computer lab, consider creating a bookmark on each machine for the November 2005 Sound Learning Feature. This will allow students to quickly access the relevant parts of *Vietnam Revisited*: <http://www.soundlearning.org/features/2005/11>
- 3) Optional: Print out and run off enough copies of the Venn diagram for your students to record their notes in (see below).

**INSTRUCTION** - Estimated time: 40 minutes

- 1) Review what they know of Lance Corporal Baronowski's and Corporal Tim Duffie's experience, reviewing the list from the end of session 1 if necessary.
- 2) Point out that some 3 million Americans served in Vietnam. Could every veteran have had the same experience? Explain that in this session they'll use postings to an online scrapbook to learn about the experiences of several different veterans.
- 3) Pass out the Venn diagram, if using, and point out the URL to the Sound Learning's November feature. Ask your students to type the URL into their browser's address bar.
- 4) Direct them to the link for the online scrapbook under "resources" and give your students a few minutes to browse through the entries.
- 5) Point out how to use a Venn diagram to compare two experiences: the information that's similar is written in the intersecting circles, information that's dissimilar is written in the outside bands.
- 6) Ask your students to compare several veterans' stories: either including the experience found in the tapes from session 1 or just the entries from the scrapbook.
- 7) After an appropriate amount of time, gather the class together to compare notes. Are there similarities between all the experiences they read about? What were some of the more interesting differences they found, if any? Compile the responses into a large Venn diagram.
- 8) Ask students to hold onto their notes for the next session.



### Session 3: Veteran Poetry and Writing Assignment

**PREP** - Estimated time: 15 - 20 minutes

- 1) Access the profile of John Northrup by...
  - a. accessing the webpage for “*Revisiting Vietnam*” from American RadioWorks - <http://americanradioworks.publicradio.org/features/vietnam/>
  - b. or just click on the link from the selected resources section of this month’s [Sound Learning monthly feature](#).
- 2) Click on the link for the poem “This Mine of Mine” to launch and load the RealAudio Player with the entire audio clip.
- 3) Preview the clip to check that your speaker volume is high enough to reach all corners of your classroom.
- 4) Display the slide show of John Northrup (<http://americanradioworks.publicradio.org/features/vietnam/slideshow/index.html>) by either:
  - a. display the webpage using a projector in your classroom
  - b. print off and copy 3 – 4 sets of the eight pages, to be used as a shared reading exercise with your students in small groups.
- 5) Display this prompt: Think about the similarities between all the experiences you listened to and read. How do those similarities help you understand what serving in Vietnam must have been like? Include as many details from your notes as you write your essay.
- 6) Practice how you will model pre-writing and drafting. One possible approach might be to use the “hamburger” method described above. If needed, consider practicing with your class how to restate the prompt as the opening sentence. Then for the second sentence, consider modeling or soliciting three reasons or ideas from the class’s Venn diagrams on why you would choose to be one of the veterans they researched. Finally, use the Venn diagram from last session and the “hamburger” visual below to develop reasons/ideas for each supporting detail.

**INSTRUCTION** - Estimated time: 40 minutes

- 1) Point out the writing prompt. Then review the class Venn diagram compiled in the previous session, pointing out the similarities.
- 2) Explain to the students that the last veteran they’ll hear about is John Northrup, an Anishinabe writer and poet. Play the clip [“This Mine of Mine”](#).
- 3) Query if the experience in this poem might be similar to any of the other experiences studied so far.
- 4) Work through the slide show.
  - a. Have your students participate in a shared reading exercise or
  - b. Have a class discussion about how John Northrup’s Vietnam experience affected his writing and his life.
- 5) Add your students’ reactions and observations about John Northrup’s experience to the class Venn diagram.
- 6) Explain that you want your students to review their notes and look for similarities between the experiences. Then, model with your students how to organize a one-page response to the prompt, to be finished in the next period.

Beginning:	
Reason/Idea 1:	
Reason/Idea 2:	
Reason/Idea 3:	
Ending:	

#### Session 4: Completing the Writing Assignment and Introducing Rubric Scoring

##### PREP - Estimated time: 10 minutes

- 1) Print off and display the rubric (see below) the Minnesota Department of Education uses to score essay writing.
- 2) Locate and make a transparency of a “score point 4” sample paper. The *2005 Written Composition Handbook* by the Minnesota Department of Education (<http://education.state.mn.us/mde/static/000378.pdf>) contains several, starting on page 52. To ensure that students use their own ideas, it may be best to use a paper from a prompt that is different from the one you’re displaying.
- 3) Display the prompt: Think about the similarities between all the experiences you listened to and read. How do those similarities help you understand what serving in Vietnam must have been like? Include as many details from your notes as you write your essay.

##### INSTRUCTION - Estimated time: 50 minutes

- 1) Explain that the class will continue work on their practice essay. Review your pre-writing with the class. If using the “hamburger” method, query the class on how to change the list you made for reason/idea 1 into a paragraph of 3 – 4 sentences.
- 2) After sufficient modeling, explain that when students take the Basic Skills Test of Written Composition in January, they will have at least 120 minutes to write their essay. Here, you are providing far less time to allow for editing that won’t be allowed in the testing situation.
- 3) Before turning students loose to write their response, review the sample paper you located. Point out the beginning paragraph, the organization and the conclusion. Leave the transparency up as your students write their response.

## Rubric for the Minnesota Basic Skills Test - Written Composition, Grade 10

From the Minnesota Department of Education: <http://education.state.mn.us/content/069049.pdf>

### Not scorable = Responses that cannot be evaluated – Not Passing

#### *The composition:*

- is not related to the topic (off topic) (OT).
- is not readable because it is wholly illegible or incoherent (UR).
- is written largely or entirely in a language other than English (NE).
- contains an insufficient amount of writing to evaluate (IN).
- is non-existent (blank) (BL).

### Score point 1 = Below Basic Composition – Not Passing

#### *The composition:*

- is related to the assigned topic.
- is very difficult to follow.
- may lack a coherent focus.
- is disorganized.
- may contain errors in sentence formation, word usage and mechanics that are frequent enough to detract from the overall quality of the composition.

### Score point 2 = Below Basic Composition – Not Passing

#### *The composition:*

- is related to the assigned topic.
- may be somewhat focused.
- may lack a beginning, a middle or an end.
- may present obstacles for the reader in moving from idea to idea.
- may contain errors in sentence formation, word usage and mechanics that are frequent enough to detract from the overall quality of the composition.

### Score point 3 = Basic Passing Composition – Passing

#### *The composition:*

- is related to the assigned topic.
- has a central idea that is clearly expressed.
- has some supporting details and sufficient development.
- has a beginning, a middle and an end.
- may present minor obstacles for the reader in moving from idea to idea.
- may have errors in sentence formation, word usage and mechanics, but they do not substantially detract from the overall quality of the composition.

### Score point 4 = Competent Composition – Passing

#### *The composition:*

- is related to the assigned topic.
- has a central idea that is clearly expressed.
- is well developed with supporting details.
- has a beginning, a middle and an end.
- demonstrates a control of language that enhances the overall quality of the response.
- may have errors in sentence formation, usage and mechanics, but they do not detract from the overall quality of the composition



**Session 5: Rubric Self-Evaluation**

**Prep** - Estimated time: 5 minutes.

- 1) Print out and run-off enough copies of the above rubric for each student in your class.

**INSTRUCTION** - Estimated time: 50 minutes.

- 1) Distribute the rubric for each student in your class.
- 2) Using the sample paper from the last session, point out how that paper scored a 4 on the rubric.
- 3) Ask students to compare their paper to the rubric and give themselves a score.
- 4) After an appropriate amount of time, ask students to revise their papers with a partner, even if they scored a 4 (since the MCA part of the scoring process allows for a 5 and even a 6).
- 5) After circulating, assisting where possible, ask students to finish their revisions and hand their papers in for you to score.